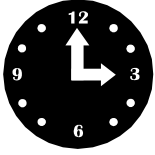*Coaching is hard to explain. I'm not a psychologist — I think it all comes down to a disciplined will.*

Vince Lombardi

To Coach

Or

Not to Coach?

That is the question...

Instructor Guide

Agenda

Estimated Class Time: 3 hours

Time	Topic
20 minutes	Introduction / Icebreaker: Concrete Minds
5 minutes	Welcome, Overview, Housekeeping
10 minutes	Effective Coaching
10 minutes	The Coaching Process
5 minutes	The GROW Model
15 minutes	Setting Goals
15 minutes	Reality Check
20 minutes	Questioning Techniques
10 minutes	Options/Overcoming Obstacles
10 minutes	Wrap it up with a Plan
10 minutes	Criticism and Feedback
10 minutes	Negative Attention is Better Than No Attention
10 minutes	Guidelines for Delivering Feedback
	Breaks for 10 min on the hour or 25 minutes every 1.5 hours.

Course Overview _____

Coaches play a very important role in the success of a sports team. They develop and motivate players. They work hard to bring out the best in each player and to unify their players into a winning team. Coaching in the workplace has basically the same purpose and involves similar techniques.

To Coach Or Not To Coach? That is the question… addresses effective techniques you can use every day to coach your employees to higher levels of performance, which means greater success for you, your employees, and your work area.

By the time the session is over, you should be able to recognize the benefits of coaching; identify the role of the coach; understand the techniques involved in successful coaching; and use coaching effectively to improve employee performance and help employees GROW and develop.

COURSE TITLE: **To Coach Or Not To Coach? That is the question…**	
SESSION: **Introduction**	
Method	**CONTENT/NARRATIVE**
	Learning Objectives: Upon completion of this module, participants will be able to: ❑ Explain the importance of how behavioral change is necessary for effective coaching ❑ Identify the coaching aspects of a supervisor's roles ❑ Identify characteristics of an effective coach
	Required Materials: ❑ Herding Cats Video Slide ❑ Debriefing questions ❑ Concrete Minds Slide ❑ Everest Without Light Video Slide ❑ Characteristics of an Effective Coach Slide ❑ Flip Chart Paper ❑ Markers ❑ Computer ❑ Projector ❑ Power Cords

COURSE TITLE: **To Coach Or Not To Coach? That is the question…**		
SESSION: **Icebreaker: Concrete Minds**		
Method	**CONTENT/NARRATIVE**	**RESOURCES**
	ACTIVITY: Show the video "Herding Cats". **Debrief** the video by reviewing the following statements made in the video: • Referring to his job as a cat herder, one cowboy stated "Don't let anyone tell you it is easy". "*Have you, as supervisors, had someone make the comment to you about how "easy" you have it?*" • "Being a cat herder is about the toughest thing I've ever done". "*How many of you, as supervisors, feel that way about your position? Why?*" • "Not everyone can do what we do". "*Is this a fair statement about supervising? Can anyone be an effective supervisor?*"	Herding Cats YouTube Video Debriefing Questions
	Show the slide titled Concrete Minds. Lead large group discussion based upon the saying "*Some minds are like concrete – all mixed up and permanently set*". **State** "*A supervisor's role as a coach is to assist personnel with behavior changes. However, this isn't always easy because so many of our staff are resistent to change.*" **This** exercise regarding change really gets the point of change across. Ask participants to "*cross their arms.*" (The operational definition of "crossed" is folding their arms together, as if they were bored or waiting for something.) Once they have completed this task, ask them to "fold their arms the other way," reversed of what they just performed. I guarantee that 90 percent of the class will struggle with it.	Concrete Minds Slide
	Debrief Questions • How did it feel when you were asked to cross your arms the other way? • Did it come naturally or did you have to stop and think about it? • Were you comfortable with doing this differently from your normal process? • What are some things that make people resistant to	Activity Debrief Questions

	change?	
	Facilitator Notes When people cross their arms, they do so naturally, without even thinking about it. When they are asked to fold them the other way they, for the most part, stop, refold their arms again and then try to figure out which arm was on top, which arm moves first and so on. Try this yourself and see. Encourage participants to consider and share their own personal emotions related to making changes.	

Method	CONTENT/NARRATIVE	RESOURCES
COURSE TITLE: **To Coach Or Not To Coach? That is the question…**		
SESSION: **Effective Coaching**		

Method	CONTENT/NARRATIVE	RESOURCES
	ACTIVITY: Show "Everest Without Light video clip". ***Debrief*** video with the following three questions: 1. In the video, what did Erik Weihenmayer indicate was needed in order for the team to successfully reach the summit? 2. What was the cohesive element for the team? 3. The comment was made "The strength of the team as a whole compensated for the individuals' weaknesses". What does that mean and how does it apply to a working team? 4. "Everyone on the team felt they had the power to get us to the summit or lose it for us" was another comment made. What was meant by this and is it true – can one person make or break a working team?	Everest Without Light video Video Debrief Questions
	Ask the large group to brainstorm the characteristics of an effective coach and why each characteristic they come up with is important.	Flip Chart paper Markers
	Show the Characteristics of an Effective Coach slide. Review each characteristic and compare with the list they came up with on the flip chart. ***Debrief*** the activity by having the group state reasons why the characteristics are important for coaches.	Characteristics of an Effective Coach Slide

COURSE TITLE: **To Coach Or Not To Coach? That is the question…**

SESSION: **The GROW Model**

Method	CONTENT/NARRATIVE
	Learning Objectives: Upon completion of this module, participants will be able to: ❑ Explain the coaching process ❑ Explain the differences among training, managing, mentoring, counseling, teaching, consulting, and coaching ❑ Understand and explain the four components of the GROW acronym and how each component applies to coaching employees ❑ Identify open and closed questioning techniques and their importance in coaching **Required Materials:** ❑ To Coach or…Slide ❑ Coaching Process Slide ❑ Debriefing Questions ❑ To Coach Or… Handout ❑ GROW Model Slide ❑ Benefits to Establishing Goals Slide ❑ Without a Goal Handout in Participant Guide ❑ With a Goal - separate handout ❑ Overcoming Obstacles Slide ❑ Computer ❑ Power Cords ❑ Speakers ❑ Projector ❑ Pencils ❑ Post It Notes ❑ Tape

COURSE TITLE: **To Coach Or Not To Coach? That is the question…**		
SESSION: **The GROW Model**		
Method	**CONTENT/NARRATIVE**	
	Show the "To Coach Or…" slide	To Coach or… Slide "To Coach or… Handout " p. 5 Pencils
	ACTIVITY: *Provide* time for participants to complete the "To Coach or…" worksheet. While working on the worksheet, place the slide to where it is visible to participants. Once complete, in a large group, discuss the answers to the definitions. (You may prefer to do this activity in the large group by using the handout and reviewing each item on the handout together as a group.)	
	Debrief: Be sure to focus on the difference between coaching and mentoring – coaching has a true skill-learning component; mentoring is a more informal relationship that focuses on career and personal development.	
	Show the Coaching Process Slide. Briefly review the process with participants. ***State***: "*Assessing an employee's current performance is where success starts. Once you have established performance, you will know whether to proceed with mentoring, coaching, or counseling. This is why different behaviors are required for different people and different behaviors may be required for the same person. This explains why even though predictable bosses are appreciated and enjoyed, they aren't always effective. Teaching the old management style of autocrat, democrat or free rein fall short regardless of personality or need because of the reality of diversity within an individual and within a team.* *So, if a person is exceeding expectations in performance, as a supervisor you would respond as a mentor. If a person is achieving expectations in performance, as a supervisor you would respond as a coach. If a person is below expectations in performance, as a supervisor you would respond as a counselor.*	Coaching Process Slide

	The last step in the process is integrating each team member, at whatever performance stage he/she exhibits, into the team in a positive, productive, and fulfilling role. This team result can be understood as collaboration (win-win), with your employees working individually and as a group to optimize each other's performance. *Always begin with the assessment – what is currently happening. Don't let your thoughts ever waver from the results you want as you assess. Think of this as a backward process: This is what excellent performance looks like, this is what we need, this is how the gap between what the person is doing and what the person ideally could be doing. With the result clear in mind, you focus the choices. Always as, "So what?" and "Who cares?" keeps your tracking results. Start with the employee and end with you: What is the employee doing and what do I need to do?*	
	Show *the GROW Model Slide. State "Having a consistent and uniform approach to coaching enables you to coach more effectively with strategy and direction. Using a coaching model will also instill confidence in your employee, because they see a methodical approach. When we approach coaching haphazardly, we become disorganized and this creates frustrating coaching sessions. The GROW model helps you organize your coaching process in a flow that identifies the goal first and ends with putting a plan together. Here are the details of the GROW model:*	**GROW** Model Slide

- ***G****oal setting: a goal has to be set in order to give direction and purpose to the coaching session. Ambiguous goals are usually never achieved. Setting the goal first shapes your discussion with your employee and sets the tone.*

- ***R****eality check: both you and your employee must come to terms on the current state or level of performance or any issues that are causing breakdowns. Getting to the bottom of the problem begins with identifying it and claiming. From there obstacles, are better identified.*

- ***O****ptions developed: here you and your employee explore action steps that will help them improve their*

performance. Usually goals options that are prefabricated by an employee's supervisor result in poor buy-in and missed goals. Allow your employee to explore options they develop.

- ***W**rap it up with a plan*: once you nail down an option or two, it is time to strike it down on paper so to speak. If it is not written down, it won't happen. Creating a well-defined plan is essential in order to know the direction you need to go and to demonstrate success or failure.

GROW is simple yet powerful. Following the GROW process consistently will develop a natural process for you. Coaching should be natural. This puts you and your employee at ease, making the process more valuable and rewarding."

Materials Required	• Sticky notes • Pens
Recommended Activity	• Instruct small groups to discuss challenges they currently face when coaching • Instruct leaders to jot down responses on a sticky note • Allow discussion for 4 minutes • Call time and have leader from each table share the team's responses
	.

COURSE TITLE: **To Coach Or Not To Coach? That is the question…**		
SESSION: **Setting Goals**		
Method	**CONTENT/NARRATIVE**	
	ACTIVITY: **Have participants turn to their Participant Guide to the "*Without a Goal"* page** and allow two minutes to complete. Do not offer any explanation other than to ask them to complete the activity. After a couple of minutes, ask them the following questions: 1. What are you building? 2. How long will it take? 3. Where will it be located? 4. How will you know you succeeded? *Ask* "*Would a goal have impacted your ability to complete the project and answer the associated questions?*" Encourage responses. *State* "*Without a goal, your chances of successfully coaching your employee to better performance are low. Defining specific, measureable, attainable, realistic, and time driven goals will plot a marker in the horizon that acts as your beacon. Without it, you are navigating blindly, causing frustration for both you and your employee, because you never seem to make any improvement. It becomes a constant cycle of failing to meet the goal and talking to your employee about it. This repeats indefinitely without a well-defined goal.* *The first step of the* **GROW** *model is the key step in the process. Setting the goal gives you and your employee direction and purpose. You will find it very difficult if you were handed a bunch of tools and materials and told to build something without a clear vision or goal of what is to be built.* *The same holds true for developmental goals. It is not good enough to tell your employee they must improve if he/she does not know where to start. Back to the building analogy, you may end up building a stool when what was really needed was as birdhouse. Clear goals are the cornerstone of successful coaching.* *Here are some benefits to establishing goals upfront in the*	"Without a Goal Handout" p. 6 ❑ Benefits to Establishing

	process:	Goals Slide
	• *Both you and your employee have a better chance of starting in the right direction together.*	
	• *Coaching time is more efficient once goals are discussed upfront.*	
	• *You are able to plan ahead of the session and prepare targeted questions.*	
	• *The coaching session is direct and avoids meandering.*	
	• *You will come across more clear, instilling confidence in your employees.*	
	ACTIVITY: **Distribute "*With a Goal*"** Handout and allow two more minutes to complete. This handout contains the same materials and questions as the previous handout with one exception – the project goal is stated on the handout.	❑ With a Goal Handout (to be distributed in class)
	Ask "*How did having a stated goal impact your ability to answer the questions this time?*"	
	Are you familiar with SMART Goals? A SMART Goal must be:	
	• **S**pecific	
	• **M**easureable	
	• **A**ttainable	
	• **R**elevant	
	• **T**imed	
	When you write your goals, make sure that they have these components.	
	You may note in the debrief that the "With A Goal" handout is also lacking a critical tool, a saw, for the activity and that the goal is actually in error – the correct word should be "avian, not aviary. An aviary is the enclosure for birds. Avian is the word for bird. Discuss how important it is to give correct information when creating goals.	"Pre-Coaching Handout" p. 7
	Activity: **Have participants turn to the "Pre-Coaching" handout in their Participant Guides.**	
	State: "Think of a current employee who has specific coaching needs. Fill his/her name in on the handout, with the date and time. You need to think of what goals you	

need for this employee – those you are already working on, where you are in relation to those goals and what you think is keeping this employee from reaching those goals. You must also determine how you will know that your employee has reached those goals.

When you use this tool with your employees, you should have a solid written record of your coaching process with that employee. This is one of the ways that you can track his/her improvement. You would want to keep this type of document in your administrative file for that employee.

Debrief: Ask the following questions:
- What kind of answers did you get?
- What benefits do you get from asking questions of your employee? (you should listen more than you talk)

COURSE TITLE: **To Coach Or Not To Coach? That is the question…**		
SESSION: **REALITY CHECK**		
Method	**CONTENT/NARRATIVE**	
	State: Framing the reality of the situation for your employee is an important step to accepting the coaching process. It is easier for you to outline your employee's performance problem, but this does not create the most receptive environment. In order to gain acceptance of the problem it is best to let the employees come to the realization themselves. Neglecting to do this could result in a non-responsive employee. They may feel apprehensive or defensive and shut down. They may go along with your coaching, but their attitude is that of just getting the coaching session over with in the least amount of time. Involving your employee is easy if you are willing to ask questions, listen, and guide your employee to where they are in their performance. Here are four simple questions you can ask: • What is happening now? • How often is this happening? • When does it happen? • What is the affect? These questions help you to guide your employee to a place where they can see their performance affect the organization. When they realize the impact on their own more buy-in is created. In addition, more information may be obtained on why your employee is not performing at the level they should be achieving. The realization of the problem marks the starting point. It also serves as a marker on performance. For instance, an employee may discover that they are not reaching production goals because they are taking extra time doing something incorrectly. Knowing this, you are able to refer to this issue when improvements occur. Ask participants to complete the portions of the handout that pertain to the employee they have selected. **Debrief:** Can you see how this tool can help you organize your coaching efforts with your employee?	"Getting A Picture Handout" p 8 Activity Debrief Questions

COURSE TITLE: **To Coach Or Not To Coach? That is the question…**		
SESSION: **Questioning Techniques**		
Method	**CONTENT/NARRATIVE**	
	State *"Good questioning skills are a vital element of an effective coach. In this section, we will look closer at questioning techniques that you can use throughout the communication process.*	
	When coaching, it is a temptation for you to talk more because we have plenty to say. However, in order to gain information and identifying appropriate goal areas, you must listen more. Listen twice as much as you talk.	
	At some point before your actual coaching session, you want to engage in a brief discussion with your employee to determine their personal goals.	
	Here are some questions you should ask while during your **pre-coaching meeting**. Remember to write down their answers for your reference later: **What goals are you working on right now?** **Where are you in relation to those goals?** **What do you think is keeping you from reaching this goal?** **How will you know you reached that goal?**	
	Asking these open-ended questions starts a conversation about your employee, which is what you want to achieve. Allowing your employee to speak more enables you to gather more information. Asking questions about their goals reveals their desires and this is something you can tie in to your coaching goal.	
	Furthermore, understanding where they are in relation to their goals reveals needs that may need support from you. Helping your employee with their personal goals builds a great working relationship.	
	Finally, determining what roadblocks are preventing them from reaching their goals will provide insight into their personal circumstances.	
	Remember, your employee does not care how much you know until you show how much you care. **Listen more and talk less.**	

Open questions get their name because the response is open-ended; the answerer has a wide range of options to choose from when answering it. Open questions use one of six words as a root:

- *Who?*
- *What?*
- *Where?*
- *When?*
- *Why?*
- *How?*

Open questions are great conversation starters, fact finders, and communication enhancers. Use them whenever possible.

Closed questions are the opposite of open questions; their very structure limits the answer to yes or no, or a specific piece of information. Some examples include:

- *Do you like chocolate?*
- *Were you born in December?*
- *Is it five o'clock yet?*

Although closed questions tend to shut down communication, they can be useful if you are searching for a particular piece of information, or winding a conversation down. If you use a closed question and it shuts down the conversation, simply use an open-ended question to get things started again."

ACTIVITY: **Pass** out one Post-It Note to each participant. Place extra tape on each table. Ask each participant to write the name of a famous person (dead or alive, real or fictional) on the sticky note and tape it to the back of the person to the left of him or her. Once everyone has a secret person, they must circulate around the room, asking questions of others to try to figure out who they are. They can only ask one person one question at a time. When they have figured out their secret person, they can move their note around to the front of their shirt, and continue circulating to answer questions for others. The game finishes when everyone has identified his or her secret person.

Post It Notes
Tape
Pens/Pencils

	Debrief **by asking which questions they used most frequently, open or closed questions? Which type of questions allowed them to gain the most information?**	Activity Debrief Questions
	State "*When coaching, it is a temptation for you to talk more because we have plenty to say. However, in order to gain information and identify appropriate goal areas, you must listen more. Remember, you have two ears and one mouth. Listen twice as much as you talk. Your objective here is to "catch" as much information as possible to help you determine what specific areas you can leverage and achieve results.*"	

COURSE TITLE: **To Coach Or Not To Coach? That is the question…**		
SESSION: **Options / Overcoming Obstacles**		
Method	**CONTENT/NARRATIVE**	
	State "*Many times, we feel that we have to outline the specific actions an employee has to take in order to reach the stated goal. While this may make you feel better, the likelihood of this action becoming meaningful to your employee is close to nil. Let us quickly review what we have done so far. You have established what the goal is. There is usually very little wiggle room when it comes to a performance goal. It is the plain, unchangeable business reality. Next, we established the reality with respect to your employee's performance. This historical and factual reality is also unchangeable.* *Now, let us take it from the employee's perspective. How in control do they feel? Would they shut down if we, as their coach, solely determine the action steps they are going to take? They might. It is imperative to keep the employee engaged. If not, the rest of the coaching session is just a one-way discussion, leaving your employee powerless in his or her own development.* *When coaching, obstacles will arise and you need to be prepared to handle them with efficiency. The last thing you want to happen is your employee handing you an obstacle you cannot address because you are not prepared to handle the problem with a consistent response. Here are some steps to follow when working through obstacles with employees:* • ***Identify the obstacle****: Have a frank discussion with your employee and determine what is blocking their performance. Waiting for them to give you the information voluntarily will probably not happen.* • ***Root out the cause****: Many times underlying emotions or problems may be the cause of the obstacles. Ask probing questions and jot down answers. You might realize they have a fear that must be addressed.* • ***Antidote given****: A remedy to the situation is needed in order to get past this obstacle. Brainstorm with your employee on ways to remove the obstacles. In some*	Overcoming Obstacles Slide

	cases, you may have to try several different antidotes. Be patient if the cause is genuine. *No matter what the perceived obstacles are, do not let it stifle your coaching objective. Rarely, you may encounter an employee that throws obstacles constantly your way in an effort to derail you. Identify this and address it with that employee, documenting every conversation."*	
	Activity: Using the I.R.A. worksheet in the Participant Guide, have participants work in their small groups and allow 5-7 minutes to complete the activity. Explain that there are two scenarios on the worksheet that they need to analyze to identify, root out the obstacles, and provide an antidote/solution to the situations.	"I.R.A. Worksheet Handout" p. 9
	State: Some additional obstacles that you may encounter may be from your end, not the employee's.	
	Activity: Go to the "Obstacles Activity" in your Participant Guide (page___)." Review each item and ask participants who would likely be the one with each obstacle- the employee or the manager.	"Obstacles Activity Handout" p. 10
	Debrief: "Obstacles come in various forms with various causes. You must be keenly aware of your employee's situation in order to analyze the problem. Remember that some of the obstacles may be on your end."	

COURSE TITLE: **To Coach Or Not To Coach? That is the question…**		
SESSION: **Wrap it up with a plan**		
Method	**CONTENT/NARRATIVE**	
	State "*Since you have your employee's attention, it is best to begin the planning process. Structuring a plan as soon as possible sends the message to your employee you mean business when it comes to implementing the option. During the planning phase, remembering the 3T questioning technique helps you document three major milestones. You ask, "What are you going to do:* - Tomorrow? - Two weeks from today? - Thirty days from today? *You may need to guide your employee when answering the first question. Remember the more time you let pass from the time you coach them and the time you implement your first action step, you could be losing precious information discussed in your coaching session."* **Activity:** Go to the "3T Form" in the Participant Guide and review the items in it. Have them complete this to the best of their abilities for the identified employee. **Debrief:** This is a helpful tool for determining which option to select. You should gain consensus with your employee before making a final decision.	"3T Form Handout" p. 11

COURSE TITLE: **To Coach Or Not To Coach? That is the question…**

SESSION: **Giving Effective Feedback**

Method	CONTENT/NARRATIVE
	Learning Objectives: Upon completion of this module, participants will be able to: ❑ Identify four ways you should never treat your employees in coaching ❑ Identify negative attention behaviors in their employees ❑ List and explain the four guidelines for effective feedback **Required Materials:** ❑ Trust Slide ❑ Negative Behaviors Slide ❑ Constructive Criticism Slide ❑ Feedback Guidelines Slide ❑ Is This Good Feedback? Handout ❑ Pencils ❑ Computer ❑ Projector ❑ Power Cords

COURSE TITLE: **To Coach Or Not To Coach? That is the question…**		
SESSION: **Criticism and Feedback**		
Method	**CONTENT/NARRATIVE**	

	Effective coaching is done in a trusting environment. There is no doubt about this. In order for you to be able to inspire your employees to perform better, they have to trust you. Your coaching session is the only opportunity to demonstrate to them that they can trust you because you use the coaching session as a tool for building up employees and not tearing them down.
	 Avoid using your coach session as a venue to deliver reprimands, sanctions, bad news, etc. This is not the place for that kind of information. In addition, avoid using coaching when only negative things need to be addressed. Coaching should be a purposeful event that happens regularly and is void of negative information. This is not to say you cannot discuss performance issues. It just has to be presented in a way that speaks of development than of punishment.
	 When coaching, we should avoid being a DOPE, or
	 • **Degrading** your employees
	  o Using negative words like stupid, lazy, slacker, etc.
	 • **Ostracizing** your employee
	  o Using coaching sessions only as a means for disciplinary action
	 • **Punishing** your employee
	  o Using sessions to deliver sanctions or firing them
	 • **Evaluating** your employee
	  o Telling employees that they are the worst performer,
	  o Why can't they be like the other good employees, etc.
	 Make coaching a haven for encouragement and development and not a place for stress and discouragement. Without trust, you will not be able to coach well.
	
	 What are some ways that you can make the coaching experience negative?
	
	 State "*Why is feedback so powerful? All human beings are born with a need for attention and we never seem to get enough. Much like food provides fuel for our bodies to operate, attention is a source of emotional and psychological energy that feeds our abilities for thinking,*
		Trust Slide

	feeling, and behaving. We all need to know that who we are and what we do matters to others. Coaching is a demonstration that someone is aware and that someone cares. *All types of attention reinforce whatever prompted the attention. When we do something that results in our getting attention, we are very likely to do the same thing again. What many people do not realize is that negative attention works just like positive attention. All forms of attention can reinforce the behavior that resulted in getting the attention.* *This powerful effect of attention is magnified when the person giving attention is a significant person. That is one reason for supervisors to become coaches. When you ignore employees' good performance, you inadvertently encourage them to seek negative attention. When you give employees attention only when they do a poor job, you run the risk of undermining their confidence and loyalty. You also may be giving them a reason to continue their poor work.*	

COURSE TITLE: **To Coach Or Not To Coach? That is the question…**		
SESSION: **Negative Attention Is Better Than No Attention**		
Method	**CONTENT/NARRATIVE**	
	State "*When people do not get enough positive attention, they resort to negative behaviors so they will get at least some kind of attention. Behaviors that are often used to get attention on the job include the following:* • *Make a lot of mistakes* • *Come to work late quite often* • *Complain frequently* • *Talk a lot about personal problems (children, spouse)* • *Entertain others with jokes, funny stories, pranks* • *Get sick frequently* • *Make negative comments in meetings* • *Blame others when things go wrong* *Some people have been using such behaviors since they were children – because they work. People do give attention to such behaviors and even though it might not be positive attention, almost any kind of attention is better than none at all.* *When people start receiving positive attention more frequently, the undesirable behaviors often disappear. They may not disappear completely if someone learned to use the behaviors as a child – they have had many years of practice and changing old patterns of behavior is difficult.*" *One of the ways that you can be more effective with feedback is to practice constructive criticism.* *Have you ever received really great constructive feedback? What made it great?* ***Activity:*** Distribute Constructive Criticism Worksheet • Have tablemates choose a table leader • Instruct participants to recall a time when they received great constructive feedback. • Have them write down the elements that made it great • Have them share with their tablemates • Have table leader jot down one response from each person at table Have table leaders share their summary with the class.	Negative Behaviors Slide Constructive Criticism Slide "Constructive Criticism Worksheet" p. 12

COURSE TITLE: **To Coach Or Not To Coach? That is the question…**		
SESSION: **Guidelines for Delivering Feedback**		
Method	**CONTENT/NARRATIVE**	
	State "*When you give feedback to people about their performance, follow these guidelines to help them learn, improve, and grow:* • **Focus your feedback on behavior** *The idea is to help the person understand what they are doing well or what they could do better. You are not judging their worth as a person. You are not saying anything about their character.* • **Describe the behavior factually and specifically** *You are not judging the person or questioning their motivation. It is OK to communicate approval (ex. You did a great job!), but all the person learns is that somehow they managed to please you. This gives no idea what specific behavior won your approval. When giving feedback about a behavior that you want to be changed, it is important to avoid negative judgment. That will only invite defensiveness and decrease the probability of behavior change.* • **Explore ideas and alternatives** *Good coaches know that people learn more when they think and figure things out for themselves as opposed to having someone just tell them what to do. Give employees an opportunity to share ideas about how to improve or how to resolve a problem and they will learn to do more of their own thinking. It is a subtle way to empower people and help them develop confidence in their own abilities.* • **Choose a time and place for giving personal feedback** *Many supervisors naturally tend to ask employees to come to their offices for feedback discussions. Do you remember when you first learned about being called to the office (school, first job, etc.)? Is your employee going to be comfortable, receptive, and ready to learn when they arrive in your office? Some supervisors give feedback to employees in the presence of other employees. This can be embarrassing for the employee when it is negative feedback, and some people prefer*	Feedback Guidelines Slide

to receive positive feedback privately.

The ideal location for giving feedback is where the recipient is most likely to feel comfortable. If the employee has an office, have your feedback discussion in his or her office. If that is not a possibility, meet in a conference room, have lunch together where you can talk comfortably and privately, or take a walk together. If you choose to meet in your office, be sure to shut off telephone calls and prevent other interruptions. This demonstrates respect for the other person and also communicates to him or her that your discussion is important.

Timing is also important for helping the recipient hear and learn from the feedback. Choose a time when the employee is least likely to be under a lot of stress. Avoid end-of-cycle deadlines or your usually busy periods, for example. It is not a good idea to stop someone in a hallway and start giving feedback, so make an appointment. Remember too, that the sooner you provide feedback the more likely your feedback will have the desired impact on behavior (reinforcing desirable behavior or changing undesirable behavior)."

Provide participants the "Is This Good Feedback?" Handout and working in groups of two, have them complete. Once completed, allow opportunities for large group discussion.

"Is This Good Feedback Handout" p. 13

Pencils

COURSE TITLE: **To Coach Or Not To Coach? That is the question…**		
SESSION: **Wrapping It Up**		
Method	**CONTENT/NARRATIVE**	
	Wrapping it all up is just a matter of organizing your employee's coaching file and transitioning the file to the next manager for reference. Even if you do not plan to transition your employee over to a new manager, wrap up the coaching file and keep it accessible for future use. Here are some things you want to do so you can wrap this coaching file up: • Have all your coaching documents related to your employee placed in a file folder. If it is electronic, do the same. • Use the wrap up worksheet and place that as the first page of the coaching file. The Wrapping it up worksheet outlines the following:	Wrapping It Up Slide
  	Activity: • Have participants turn to the Wrapping It Up worksheet • Have them review it for 3 minutes • Encourage questions • Have participants discuss at their tables how they plan to use this worksheet give them 2-3 minutes • Encourage feedback from participants. *Final Debrief: "We have learned many things today about coaching. Implementing what you have learned **immediately** is the best way to start changing your behavior. Remember that coaching is an equation that includes you. Your employee will respond better if he sees you are willing to change to help him reach higher performance."*	"Wrapping It Up Handout" p. 14